

PERSONALITY VARIABLES AND EFL PROFICIENCY
AMONG KOREAN ELEMENTARY SCHOOL STUDENTS

By

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This dissertation is dedicated to my parents.

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*By the grace of God I am what I am:
and his grace which was bestowed upon me was not in vain....*

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PERSONALITY VARIABLES AND EFL PROFICIENCY
AMONG KOREAN ELEMENTARY SCHOOL CHILDREN

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The purpose of this study was to investigate the relationship between personality variables measured in the Murphy-Meisgeier Type Indicator for Children (MMTIC) and English as a foreign language (EFL) proficiency of Korean elementary school children measured in the Level Test with a consideration of other independent variables, such as grade and gender.

The subjects were 247 students, from four classes of 4th grade and four classes of 6th grade in 2 private schools, randomly selected from the elementary schools in Seoul, Korea. The instrument used for personality measurement was the Korean version of the MMTIC. To determine EFL proficiency, the Level Test was used. This test was developed in 1995 for the purpose of diagnosing the EFL proficiency level of Korean children. The reliability and validity of the Level Test was tested using the Language Assessment Scales prior to the present study.

Analysis of variance was used with the Level Test score as a dependent variable and the four personality variables in the MMTIC scales: Extraversion/Introversion, Sensing/Intuition, Thinking/Feeling and Judging/Perceiving, grade and gender as independent variables. Only the data of students' type which did not have the U-band were used for the analyses.

Contrary to the prior research with adult foreign language learners using the Myers-Briggs Type Indicator (MBTI) measure, the results of this study did not show any significant main effect of personality variables. Yet the interaction between Extroversion /Introversion and the grade of the students was significant at the 0.10 significance level. The findings reveal the need for the consideration of the disadvantaged students due to their personality differences. Implications and recommendations for future EFL education for Korean elementary school children are discussed.

CHAPTER 1 INTRODUCTION

EFL Education in Korea

English has been taught as a foreign language in secondary school in Korea since the Education Law in 1949. On November 1, 1995, the 6th elementary curricular reform became effective. The reform mandates English as a Foreign Language (EFL) for elementary school students beginning in the 1997 school year. According to the revised curriculum, a minimum of 68 hours of EFL education per year, 2 hours per week on the average, plus 0-34 hours of extracurricular EFL will be required for elementary school students, beginning with the 3rd grade. Compared with the objective of EFL education in secondary school, which aims to balance all four skills of English, the objective of EFL education in elementary school will focus primarily on oral language as the base for communicative competence.

In Korea, children's foreign language learning has captured considerable attention since the curriculum reform proposal announced in 1991. Yet there have been few studies on children's foreign language learning in Korea. Thus, a knowledge of the personality variables related to

foreign language learning by children could prove useful for the future of EFL education in Korea.

Statement of the Problem

There have been several studies on the effect of personality variables, in particular relation to second/foreign language learning. Yet the preceding studies have often produced contradictory research results and overall have failed to recognize the role of personality variables in second/foreign language learning. It has suggested that the inconsistent results are partly due to the lack of reliable and verifiable measures derived from well-established personality theory. The Myers-Briggs Type Indicator (MBTI), which grew out of Jung's personality type theory, has a rich history of use in the educational field and has been acknowledged for its contribution toward explaining discrepancies in research on individual differences.

Recently, researchers (Moody, 1988; Ehrman, 1993, 1994; Carrell & Monroe, 1993; Ehrman & Oxford, 1988, 1995) used the MBTI in studies on the relationship between personality variables and second/foreign language learning. The consistency of the research findings regarding the relationship between the variables has been encouraging to those who use systematic individual differences in language education. Yet no studies have been done on the relationship between personality variables and foreign language learning by

children using the Murphy-Meisgeier Type Indicator for Children (MMTIC). Further, most studies on this topic have been done in Western countries. Therefore, study on the relationship between personality variables and foreign language learning by children, particularly in the Korean educational setting, could prove to be useful.

Purpose of the Study

The purpose of this study was to investigate the relationship between personality variables as measured by the MMTIC and EFL proficiency by Korean elementary school children with a consideration of other independent variables such as grade and gender.

Significance of the Study

The present study attempted to find the relationship between personality variables and foreign language learning by children using the MMTIC measure, which has been implied from the MBTI studies with adult subjects. This study was the first work that utilized the MMTIC in the study on the relationship between personality variables and children's foreign language learning in a Korean educational setting. The present study was intended to render implications for future EFL education in Korean elementary schools and also to provide cross-cultural evidence. The understanding of the relationship between the variables could be useful for Korean

educators in making educational decisions to facilitate foreign language learning by Korean children.

Research Questions

The following research questions were addressed:

1. Does a relationship exist between any of the four personality variable dimensions in the MMTIC (Extroversion/Introversion, Sensing/Intuition, Thinking/Feeling, Judging/Perceiving) and the English proficiency of Korean elementary school children? Specifically, is there an EFL proficiency difference between students with preferences toward two opposite poles of a dimension? In other words, is there an indication of an advantage of certain preference element (Extroversion or Introversion, for example) in learning a foreign language?
2. Is there any gender and/or grade related effect or interaction with personality variables on EFL proficiency of Korean elementary school children?

Limitations

The present study has the following limitations:

1. The findings are limited to the Korean sample. Any attempts to make generalizations from these study findings should be done with caution.

2. The present study did not use continuous scores for personality measures. Furthermore, it did not use the data obtained containing Undetermined categories (U-band) in the analysis. Consequently, there was some loss of collected data.
3. The present study is restricted to the investigation of the personality effect on foreign language proficiency, not the investigation of the reverse.
4. The incidence of English speaking parents is rare in Korea, thus it is not considered as an external variable related to English language learning. Since the opportunities English language experience for Korean children is also rare because of the EFL environment, it is not included as a variable in the present study.
5. The present study used the MMTIC, Jungian-based personality inventory. Although the inventory has been widely accepted and used in many educational fields for its merit of practical implications, the pros and cons over the measure in the field of psychology needs to be considered in the discussion of the research.
6. The target population for the MMTIC is grade 2 through 8, so the measurement of the children's personalities in these populations should be appropriate. According to the MMTIC manual

(Meisgeier & Murphy, 1987) allowance has been made the MMTIC for the developmental nature of type by providing an Undetermined category (U-band), since most children in the elementary school years exhibit some behaviors that reflect a type, while in other cases a preference may not be readily apparent.

7. The Level Test was recently developed for Korean children and is not known for its reliability and validity. A pilot test comparing the Level Test to a standardized EFL proficiency test, the LAS, preceded the research. The pilot study resulted in a moderately high correlation between the two tests when the sample subjects who scored zero in the Listening Comprehension sub-test were eliminated.

Definitions of Terms

English as a Foreign language (EFL) refers to English taught as a school subject or at the adult level solely for the purpose of giving the student foreign language competence which he may use in one of several ways--read literature, to read technical works, to listen to the radio, to understand dialogue in movies, and to use the language for communication with transient English speakers.

English as a Second Language (ESL) refers to English used in a situation where it becomes a language of instruction in

the schools, or a lingua franca between speakers of widely diverse languages as in India (Robinett, 1972, p 198).

Ehrman & Oxford (1988) define personality as "patterns of behavior that characterize a person's response to the environment". Personality consists of the "characteristic ways in which people respond to the world and the ways they prefer to learn. Much of one's personality is considered to be genetically determined. While habits may change, the fundamentals of personality do not" (Moody, 1988, p 389).

Jung's type theory refers to a theory developed by Carl Jung to explain human personality. The observed patterns in human behavior--the preferred way to perceive and make judgements--are called "psychological types" (Lawrence, 1982).

Psychological type in children refers to how children absorb information about their environment and how they then order and make decisions about that information (Meisgeier & Murphy, 1987).

Murphy-Meisgeier Type Indicator for Children (MMTIC) refers to the children's version of the MBTI, developed to provide type information about children that is built on the same foundation and developed within the same conceptual framework as the MBTI.

U-Band refers to undetermined preference. It does not necessarily mean that a child's type is undifferentiated, it simply indicates that a preference is not currently clear enough to be measured at a satisfactory level of precision.

Extroversion (E) is one trait measured in the MBTI. Extroverted individuals are stimulated by the people, things, and activities in their environment. They are sociable and enjoy active participation in tasks (Meisgeier & Murphy, 1987).

Introversion (I) is one trait measured in the MBTI. Introverted individuals are oriented toward the inner world and focus on ideas, and impressions. They enjoy privacy and work well alone or with just a few others (Meisgeier & Murphy, 1987).

Sensing is a trait measured in the MBTI. Sensing individuals receive information directly through the five senses. Practical and realistic, they focus on what is going on around them in the present (Meisgeier & Murphy, 1987).

Intuition (N) is a trait measured in the MBTI. Intuitive individuals receive information through a "sixth sense". They enjoy imagining, creating, and conceiving possibilities. They attend to meanings, relationships, and symbols, and their focus is usually on the future (Meisgeier & Murphy, 1987).

Thinking (T) is one trait measured in the MBTI. Thinking individuals make decisions based on logical, objective analysis. Those who adopt Thinking as a decision making style are analytical and concerned with objective truth and justice (Meisgeier & Murphy, 1987).

Feeling (F) is one trait measured in the MBTI. Feeling individuals make decisions based on a person-centered value

system. They consider the impact of decisions on others and are sensitive to the values of others (Meisgeier & Murphy, 1987).

Judging (J) is one trait measured in the MBTI. Judging individuals prefer an ordered, planned and structured lifestyle. Individuals with a preference for judging tend to be organized and like to bring closure to projects, learning things which are decided and settled (Meisgeier & Murphy, 1987).

Perception (P) is one trait measured in the MBTI. Perceiving individuals prefer a spontaneous, flexible life style. They are adaptable and curious and like to keep options open. They aim to miss nothing (Meisgeier & Murphy, 1987).

Methods of the Study

The subjects were 300 EFL students. Two schools were selected randomly from elementary schools which had been providing EFL instruction in Seoul, Korea. The instrument used for personality variable measure was the Korean version of the MMTIC, which was developed in 1987. For the EFL proficiency measure, the Level Test was used. The test was developed in 1995 by the Korean Business Efficiency Evaluation Institute, a division of national foreign language proficiency evaluation administration, for the specific purpose of diagnosing EFL proficiency levels of Korean elementary school

children, and was approved by the Ministry of Education in Korea. Analysis of variance (ANOVA) was used with EFL proficiency as a dependent variable and the four dimensions of the MBTI (E/I, S/N, T/F and J/P), grade, and gender as independent variables.

Organization of the Study

The remainder of the study is organized into five chapters. Chapter 2 is a review of related literature. The methodology used in the study is described in Chapter 3. In Chapter 4 the results are reported and analyzed. The conclusions, implications, and recommendations for further research are presented in Chapter 5.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

This chapter contains three main sections. The first section is concerned with research findings on personality variables related to language learning, which were divided into three sub-areas: a) first language development in children, b) second/foreign language learning by adults, and c) second language learning by children. The second section is related to the psychological type theory, which is the theoretical base of the MBTI measure. The third section is specifically addressed to the MBTI study findings on personality variables in the following two sub-categories: a) academic performance and b) second/foreign language performance. Lastly, a summary concludes the chapter.

Personality Variables in Language Learning

Brown (1973) mentioned the necessity to examine human personality to answer the perplexing problems in language learning. Several studies are found in the literature on the relationship between personality variables and language learning. The hypothesis that has received the most attention is that relating extroversion or outgoingness to language

learning proficiency. Sociability may be the next most frequently discussed, yet the results of research in this area have been contradictory in that the same personality might correlate positively or negatively with second/foreign language learning. In the following sections, studies on the above mentioned personality traits related to language learning are discussed.

Temperament and First Language Development in Children

In spite of the common belief that children invariably will learn their first language, some researchers believed that children's temperament, extroverted and sociable personality traits in specific, are possible learner variables in first language development. Wells (1986) suggested that extroversion contributes to individual differences in first language development and that extroverted children are more likely to engage in interactions with their parents; this increased experience with language might contribute to their advanced language development.

Recently, Slomkowski & Nelson (1992) conducted a longitudinal study on the relationship between children's temperament and their first language development at ages 2, 3, and 7. The results of the study revealed that there was a significant correlation between an early temperamental dimension of extroversion and first language development in children. The researchers further discovered that extroverted

toddlers were not simply talking more but they were demonstrating stronger advances in listening skills than their less extroverted agemates. Based on these findings, the researchers concluded that extroversion might have a positive effect on both expressive and receptive dimensions of first language development in children.

Regarding sociability, Bates, Bretherton, and Snyder (1988) found consistent evidence for a relationship between temperament and first language learning processes in young children. The researchers state that the differences in children's temperament with regard to sociability could enhance or facilitate reliance on the dimension of rote/imitative language learning processes.

Personality and Second/Foreign Language Learning by Adults

Since the difference between adult and child second/foreign language learning has long been discussed, and is assumed to correlate with several factors such as critical period for language learning, cognitive maturity, affective variables, input, and prior experience, the review of the studies has been done separately for adults and children in the following two sections. In each section, study findings on extroversion and sociability were included as they have been found to be dominantly investigated in this area of research.

Extroversion/Introversion. In the discussion of personality characteristics of successful second/foreign language learners, Rossier (1975) and Rubin (1975) suggested that a good second language learner might have an extroverted personality, that is, a desire to communicate and interact. Stern (1975) also discussed that a willingness to practice the target language, a strategy of experimentation, and outgoing approach to the target language characterized the successful second language learners.

Rossier (1975), in a study investigating the relationship between extroversion and ESL proficiency as measured by a battery of standardized tests, found a significant correlation between extroversion and oral fluency. The researcher suggested that an extroverted personality influenced the ESL learner's ability to be exposed to authentic English language, and therefore enhanced his/her progress in learning a second language.

Chastain (1975) conducted a study to test whether the personality of outgoing/reserved was related to foreign language learning, and found that students with extroverted personality achieved higher final grades in the beginning foreign language courses. The researcher concluded that having an outgoing personality was positively related to foreign language proficiency.

Seliger (1977) examined the High Input Generators, learners who initiated language interactions, in comparison

with the Low Input Generators, and found that the High Input Generators scored significantly higher than the Low Input Generators on the second-language final exam. Based on the findings of this study, the researcher reached the conclusion that active learners who utilized all the opportunities developed their second language at a faster rate than those who did not. It was further suggested that extroverted people might have an advantage over introverted people in learning a second language since they create more opportunities to practice the language, obtain input, and experience success in communicating.

However, more than half of the studies in this area revealed that extroversion was not significantly related to second/foreign language learning success. Naiman, Frohlich, and Stern (1975) studied 35 Canadian French-as-a-second-language learners to determine out learner characteristics related to second language learning success. After the content analysis of the interviews with language learners and statistical correlations between variables and language achievement, extroversion was not found to be characteristic of the successful learners. The researchers concluded that extroversion was only related when oral skill was most stressed.

Costas (1987) investigated the effects of personality and cognitive style on language reading ability in English as a second language and Spanish cloze tests but found that

extroverted students did not do better than the introverted students on either test. Based on the findings of this study, the researcher concluded that the personality characteristic of extroversion was not related to second language learning nor to first language learning.

Busch's research (1982) with Japanese EFL students has been frequently cited in the literature. In this study, the researcher tested the hypothesis of whether or not extroverted students would attain higher proficiency in an EFL situation based on the assumption that they might have the advantage of opportunities to receive input and practice the language with native speakers. Although there was an exception in junior college males, overall analysis results revealed that extroversion was not significantly related to foreign language proficiency. The findings further indicated that there was a negative relationship between extroverted personality and a subcomponent of oral proficiency, pronunciation, and that introverts tended to have higher scores on the reading and grammar components of a standardized EFL test. Similarly, in Bartz's study (1974) on the learner factors related to foreign language communicative ability, introverted students scored higher on the oral component of communicative competence.

In a recent study, Samimy and Tabuse (1992) investigated the relationship between affective variables of attitudes, motivation, and classroom personality, and students' linguistic performance in a beginning Japanese class of a

university. The researchers found no significant relationship between extroverted personality and foreign language learning.

In a study with Japanese female students, Berry (1994) investigated the impact of extroversion/introversion on second language learning, specifically the relationship between the degree of extroversion and the performance on a group oral test. The findings of this study revealed that there was no significant difference between the oral test results by extroverted and introverted second language learners.

Sociability. The personality characteristic of sociability also has been studied in relation to second language learning. Ely (1986) conducted a study to investigate the personality characteristics of language class sociability, and found the impact of sociability on students' participation, which in turn predicted oral correctness. In a subsequent study, Ely (1988) investigated the impact of the personality characteristic on different classroom activities. The researcher found that sociability had a positive impact on sharing activities in second language classrooms but a negative impact on highly-structured grammar practice.

In contrast, sociability was found not to be significant in a study by Wesche (1975). In this study, the relationship between second language learning behavior and personal characteristics of students was investigated. The overall results showed no significant correlation between personality variables and success in the French-as-a-second-language

intensive course. Specifically, it was noticed that sociability was not correlated either with success in language learning nor with any behaviors of outstanding students.

Personality and Second Language Learning by Children

Compared with the studies involving adult second/foreign language learners, not only fewer studies on the relationship between personality variables and second language learning by children are found in the literature, but also the effect of personality variables has been more controversial regarding this population. In referring to personality characteristics in children related to success in learning a second/foreign language, the willingness to take certain kinds of risks, good pattern recognition skills, tolerance for ambiguity and an outgoing social nature have been found (Reilly, 1988). Yet, as in the case of adults, extroverted, or outgoing, and sociable personality characteristics have been most frequently investigated regarding the second language learning among children.

Extroversion/Introversion. A couple of qualitative studies have been found in regard to the correlation between the personality of extroversion and second language learning among children. Seda and Abramson (1990) investigated the relationship between personality and second language learning by children. In this study, the researchers conducted three case studies with kindergarten Limited English Proficient

(LEP) children, particularly to examine their English writing development. The results of this study indicated that outgoing and confident children made substantial gains in ESL writing and also in oral acquisition in a relatively short time.

Powell (1989) also found significant correlations between personality variables and children's second language learning. The study was designed to examine second language learning behavior exhibited by seven Indochinese children while they were participating in a regular English-speaking kindergarten classroom. The results indicated that the personality variable along with other variables affected the amount and function of the language used by children, which in turn made differences in their second language learning.

However, Strong (1982) examined the relationship between personality relevant to interaction behaviors and second language achievement by kindergarten children and found no significant correlation between extroversion and natural communicative language achievement. It was further noticed that faster learners did not show any inclination to seek out contact with members of the target language group.

Two other quantitative studies have resulted in no significant correlation between extroversion and second language attainment in children. Wilson (1990) investigated the interrelationship between cognitive measures, second language attainment, extroversion vs introversion, neuroticism

and psychoticism, and attitude towards learning a second language by children. The findings of this study showed that personality variables were not strongly related to the second language attainment nor to other variables studied. In a study done by Wilson and Lynn (1990), personality variables were again found not to be strongly related to ESL attainment. Further, no interaction between age and extroversion was found, which was contrary to the prior research result by Anthony (1963) who found that there was a shift from a positive relationship between extroversion and second language attainment in younger children to a negative relationship.

A similar finding was also reported in Eysenck and Cookson (1969), that MacNitt (1930) found no interaction between extroversion and grade in regard to the average school marks in foreign language. While all other subjects such as Math, English, and Social Science turned out to have interaction with the personality of extroversion and grade of the subject, introversion remained negatively related to foreign language school marks across the grade.

Sociability. Sociability in children also has been another concern among researchers in this field. According to Ruiz (1988), personality effects children's individual strategies in second-language acquisition, and socially outgoing children progress faster in learning English since they use various strategies of seeking means to initiate and continue conversations.

Related to individual differences in second language learning by children, Wong-Fillmore (1976) found that social factors played an important role in the second language acquisition processes of children. Through a qualitative study observing five children's second language learning processes, the researcher found that success in second language learning depended upon having the social skills, to enable them to participate in the situations in which the new language was used. Wong-Fillmore (1985) also found that children who acquired English easily in an American school were those who sought out and became friendly with native speakers of English and took advantage of every opportunity to socialize with them and to practice their English skills.

According to Swain and Burnaby (1976), however, sociability was not a significant variable related to second language learning by children. The researchers conducted a study to investigate the relationship between personality characteristics and second language learning by kindergarten children enrolled in French Immersion and in a French as a second language (FSL) program. The findings of the study revealed no significant relationship between sociability and second language achievement. It was further indicated that sociability was negatively related to the development of the ability to understand a second language, that is, listening ability among the children enrolled in the FSL program. According to the researchers, although sociability and

talkativeness were believed to be important personality characteristics in learning a second language through parents, they might not be valued in an educational setting since sociable and talkative children might disrupt teaching, disturb silent periods, and generally be considered as discipline problems.

Similarly, Hamayan, Genesee and Tucker (1977) suggested that sociability might not be important in a second language learning situation, specifically in which a natural language learning situation was absent, where the only second language model children could socialize with was the teacher. Sociability further turned out to be an undesirable personality characteristic since the children might distract one another from the target language while their socialization was limited to themselves. Genesee and Hamayan (1980) further found that among older second language learners, affective variables including personality characteristics were either not significantly correlated with language achievement or were opposite to the case in younger children. The researchers thus concluded that achievement in different aspects of a second language might be associated with different factors.

Psychological Type Theory

Since the present study used the MBTI instrument based on Jung's psychological type theory, the theory and its related discussion have been included in the following three sections.

Jung's Theory

Early in the 20th century, the Swiss psychiatrist Carl Gustav Jung developed a theory to explain human personality. Jung observed that apparently random human behaviors in fact could be grouped into patterns. According to Jung, everyone is capable of using all patterns, yet an individual is born with an inner preference for a particular pattern. Jung first identified bipolar attitudes inherent in human nature and called them "extroversion" and "introversion". Later, Jung classified all conscious mental activities into four functions: two perceptive functions (sensing and intuition) and two judgement functions (thinking and feeling).

Jung also observed that every individual possesses a habitual preference for one over the other function by inborn disposition and prefers more of the activities of that particular function, which becomes the "dominant" function. The inferior function, the less frequently used one, tends to be underdeveloped and relatively unconscious.

Myers-Briggs Theory

Jung's theory was subsequently extended by Isabel Myers who elaborated the fourth dimension as Judging and Perceiving: the preferred attitude for using one's favored judgement or perceptive functions in dealing with the outer world. She also elaborated the next most favored function as "auxiliary" compared with the dominant function. These Myers'

interpretations of the JP dimension and the dominant vs auxiliary have been controversial since they were not explicitly developed in Jung's psychology (Murray, 1990). Although there has been criticism regarding whether typology reflects real personality difference (Mendelsjohn, Weiss, & Feimer, 1982), the type theory has been acknowledged for its contribution to the understanding of individual behavior (Meisgeier & Murphy, 1987).

Personality in Children

Jung believed that type has a developmental nature, that is, type development continues throughout one's life. Later, Myers & Myers (1980) extended the discussion that type development begins in childhood, that predisposed preferences for each dimension were evident early on that it is instead a process of the child discovering his or her natural predispositions and developing the preferred functions. The child will develop and strengthen his or her type through the use of preferred functions and attitudes while the dominant type is assumed to emerge between the ages of 6-14 years (Meisgeier & Murphy, 1987). The concern regarding this developmental nature of personality has resulted in the positing U-band category, which is an attempt to allow for the nature of this development by casting out unclear preferences in the middle of the dimension.

Personality Variables in the MBTI Studies

The MBTI personality inventory has a very rich history of use in educational settings. Before discussing the MBTI studies specifically addressed to on foreign language performance, an overview of the MBTI study findings on academic performance has been included, since they have shown a consistent pattern of the relationship between the variables concerned.

Personality in Academic Performance

In a most extensive review of research involving the MBTI, Lawrence (1984) showed that the findings have given sufficient empirical support to the theory thus offering justification for the theory to be used more extensively as an organizing construct for experiments in teaching and learning. The consistent indication has been that the Sensing/Intuition scales are related to academic performance. In the *Compendium of research Involving the MBTI* (Carskadon, McCarley, & McCaulley, 1987), Intuition has been consistently found to be related to higher academic performance among adult subjects from the research by Anchors (1989), Bourg (1979), Conary (1965), Fish (1984), Harman (1982), Kalsbeek (1987), McCaulley (1973), McCaulley and Natter (1974), Nichols and Holland (1963), Provost (1985), Schurr and Ruble (1986), and Webb (1967). There were two exceptions by Hargett (1981), in which Sensing turned out to be related to higher academic

performance, and by Sweet (1981) in which a clear preference for Sensing or Intuition is rather a predictor variable for academic success. To a lesser extent, Judging (Bourg, 1979; Conary 1965; Hargett, 1981; McCaulley 1973; Mossman, 1980; Nichols & Holland, 1963; Popovics, 1980; Webb, 1967) and Introversion (Bourg, 1981; Conary, 1965; Fish, 1984; McCaulley, 1973) also have been found to be associated with better educational performance.

Pretty much consistent with the case of adult subjects, Charlton (1981), Damico and Dalsheimer (1974), Dekock (1973), Fourqurean, Meisgeier, and Swank (1988), Grosenbach (1977) and May (1971) found the Intuition/Sensing dimension to be related to academic performance among young adolescent subjects and children with Intuition at an advantage (Carskadon, McCarley, and McCaulley, 1987). However, contrary to the case of adult samples, the studies with children have shown that those with Perceiving were found to score better academically. (Fourqurean, et al., 1988; Lathey, 1991).

Meanwhile, in the process of investigating the relationship between personality variables and school performance by children, it was found that there might be an interaction between grade/age and the personality variable of Extroversion/Introversion, that is extroversion might be positively related to academic performance in primary school years after which introverted students seemed to do better; it

is suggested that this change occurs around grade four and five (Fourqurean, et al., 1988).

Personality in Second/Foreign Language Performance

Compared to the abundance of the MBTI studies on academic performance, only a few MBTI studies have been done in relation to second/foreign language learning success. These studies have consistently revealed that Intuition was associated with better second/foreign language proficiency. However, no studies are known on the relationship between personality variables and foreign language learning by children using the MMTIC measure.

With a large number of college samples, Moody (1988) studied the relationship between preference in personality and foreign language learning. The MBTI was administered to college freshmen to identify specific foreign language learning approaches associated with the preference dimensions of the MBTI. The preferences of foreign language students were analyzed in comparison with the college samples from other majors. The study findings indicated that the foreign language major students differed from other major students in that their preferences in personality were more toward Intuition than Sensing, and more Thinking than Feeling. It was also indicated that there were, though minor, more preferences in personality for Introversion than Extroversion and more Perceiving than Judging among foreign language major

students. The researcher suggested Intuition and Thinking as predictive variables of foreign language learning among adults.

Ehrman and Oxford (1995) investigated the inter-relationship among cognitive aptitude factors, affective, motivational, personality, and demographic factors to explain the individual differences in foreign language learning. In this study, Intuition was associated with higher proficiency ratings. The researchers suggested that it was consistent with type theory, since SN was the dimension that directly addressed how people like to take in information, that is to learn. Intuition was found not only to be associated with a direct measure of foreign language proficiency, but also found to be indirectly associated with other language aptitude measures and to the overall teacher rating as a "good student" compared to all other Foreign Service Institute (FSI) students the teacher had known.

EI, however, appeared to have almost no relationship to foreign language learning in this study, except for a slight advantage of Introversion with visual preference over Extroversion with auditory preference in reading proficiency score. TF also showed no significant correlations with end-of training proficiency. JP had no direct relation with proficiency, yet Perceiving turned out to be associated with language aptitude measure. The researchers concluded that foreign language learning success appeared to be associated

with Intuition preference in personality. The researchers further discussed that Intuition shaped the response of students to the language learning situation; opportunities and frustrations thus played a major role in choice of language learning strategies.

Ehrman (1994) examined individual differences on students' foreign language performance with FSI trainees, specifically differences of language learning aptitude, demographics, preferred learning strategies, motivation, and anxiety. The results were that the weakest students tended to take in information, that is, to learn through Sensing. In contrary, the strongest students reported themselves to have a preference for Intuition and Perceiving rather than Judging.

In the study by Ehrman (1993) with the finer scaled instrument of the MBTI, Type Differentiation Indicator (TDI), learner characteristics were examined. Among the learner characteristics, the MBTI differentiated weak and strong learners in the SN dimension. Intuition was an advantage in foreign language learning success, end-of-training measure of speaking including interactive listening and reading. Further, Sensing turned out to be a negative contributor to foreign language learning success. It was also found that Thinking had an advantage over Feeling in reading, which had not been found with the MBTI main scale. There was not a direct link between JP and foreign language learning success, but it was found that preference in personality toward

Perceiving provided the kind of flexibility needed to cope with the unstructured or ambiguous input common in FSI language classes. Introversion was found to be associated with success in reading and Extroversion with interpersonal openness, yet neither was related to foreign language learning success.

Ehrman and Oxford (1988), in their study with foreign language learning professionals at the FSI, found that Intuition, Perceiving and Introversion were the characteristics of these subjects and discussed that the findings implied the relationship between the preferences in personality and foreign language learning success.

Partially related to the present topic, Carrell and Monroe (1993) investigated the relationship between preferences in personality measured by the MBTI and the performance on composition scores of college freshman including non-native ESL students. Sets of significant correlations were found between preferences in personality measured in the MBTI, Intuition, Thinking and Judging, and the various composition measure of ESL students. Particularly, it was revealed that Thinking was correlated with higher composition scores among the sample, which has been found to be correlated with reading proficiency in the research.

Summary

Personality variables related to second/foreign language learning have gathered a reasonable amount of attention from researchers in this area. Yet, the findings from these studies have been inconsistent, and have overall failed to recognize personality as a significant learner variable that might make a difference in second/foreign language learning.

The MBTI, which was developed based on Jung's psychology, has been used widely in many educational studies. Recently, the MBTI has also been utilized in second/foreign language learning research and these studies have produced a consistent pattern of the relationship between personality variables and second/foreign language learning success, which could be considered in many instructional decisions.

However, the discussion of the relationship, and its implication for second/foreign language learning remains speculative for children as foreign language learners far more for those in cross cultural settings, because of the lack of studies with children as subjects.

CHAPTER 3 METHODOLOGY

The methodology and procedures of the study are presented in this chapter. It is divided into the following five sections: (a) participants; (b) variables; (c) measurement instruments; (d) collection of data; and (e) the pilot study.

Participants

The study was conducted with 300 students who had been learning EFL at school. Two schools which provide EFL as a regular curriculum were selected randomly from the elementary schools in Seoul, Korea. The classes were randomly selected from the fourth and the sixth grade classes of the two schools. 247 students from the two elementary schools participated in this study.

Variables

The relationship between EFL proficiency by Korean elementary school students and the personality of the subjects was investigated. Grade and gender also were used as independent variables.

Independent Variables

Four personality variables, grade, and gender of the student were used as independent variables.

Personality variables. The four dimensions of the MMTIC--Extroversion/Introversion, Sensing/Intuition, Thinking/Feeling and Judging/Perceiving--were used as independent variables.

Grade. The grade of the students was used as an independent variable. The two levels of the grade variable, grade four and grade six, were used in this study.

Gender. The gender of the student was used as an independent variable.

Dependent Variable

English Proficiency score as measured in the Level Test was used as a dependent variable.

Measurement Instruments

The Korean version of the Murphy-Meisgeier Type Indicator for Children (KMMTIC) was selected to measure the personality of the subjects. The Level Test was used to assess students' EFL proficiency. Both the KMMTIC instrument and the Level Test were administered to all subjects under the conditions specified in the test manuals. The Language Assessment Scales (LAS) were used to check the reliability of the Level Test.

Murphy-Meisgeier Type Indicator for Children (MMTIC)

Jung's personality type theory was first operationalized in the MBTI by Isabel Myers, which purported to measure the type in adolescents and adults. Until 1987, no adequate measure of the Jungian personality type has been available for children. The Murphy-Meisgeier Type Indicator for Children (MMTIC) was developed by Meisgeier and Murphy to elicit information about basic individual preferences in children through the identification of type. The MMTIC will provide an interpretation of type as it relates to how children best perceive and process information and how they prefer to interact socially and behaviorally with others.

The MMTIC measure preferences on the following four scales: (a) Extroversion/Introversion (EI); (b) Sensing / Intuition (SN); (c) Thinking/Feeling (TF); and (d) Judging/Perceiving (JP). Sixteen types result when the four bipolar preference scales are combined in all possible ways. Preference scores are computed using item weights that are plotted on four continuous scales with E, S, T or J on the left side and I, N, F or P on the right. The scores indicate direction of preferences for E, S, T, or J, while high scores indicate preferences for I, N, F or P. In the middle of the scale is the U-band, which indicates an undetermined preference.

The MMTIC is a self-report inventory in which children are asked to choose their preferred response from two choices,

neither of which is right or wrong. The published version of the MMTIC, Form D, contains 70 items designed to measure four scales, 18 items each for the SN, TF, and JP scales and 16 items for the EI scale.

The MMTIC was translated into Korean by Dr. Sim, Hae Sook and Dr. Kim, Jung Taek in 1993, and has been validated for its reliability and validity for use with Korean children. The Korean version of the MMTIC (KMMTIC) is available from the Korean Psychological Testing Institute (KPTI). The reliability of the KMMTIC and its four dimensions using the test-retest method were studied and reported by Kim and Sim (1993). The validation study has shown that the KMMTIC has higher reliabilities than MMTIC for EI and TF, while the MMTIC has higher reliabilities than KMMTIC for SN and JP. The overall reliability for the two versions are shown to be very close. The means for the four scales were almost the same for the MMTIC and the KMMTIC, but the KMMTIC had larger standard deviations than the MMTIC. The reliabilities for the MMTIC and the KMMTIC and its four scales are cited in Table 1 from Kim and Sim (1993). The means and the standard deviations of the four scales for the MMTIC and the KMMTIC are cited in Table 2.

The Level Test

The Level Test was developed in 1995 by the Korea Business Efficiency Evaluation Institute (KBEEI), division of

Table 1
The Reliabilities of the MMTIC
and the KMMTIC for the Four
Dimensions and Overall Tests

	MMTIC	KMMTIC
EI	0.69	0.76
SN	0.73	0.65
TF	0.58	0.63
JP	0.70	0.63
Test	0.68	0.67

Table 2
Means and Standard Deviations of Scores for
the Four Dimensions of the MMTIC and the
KMMTIC

	MMTIC		KMMTIC	
	Mean	SD	Mean	SD
EI	47.1	3.7	47.7	7.5
SN	65.1	4.0	67.9	7.8
TF	69.2	3.9	69.6	6.5
JP	68.9	4.0	71.1	6.8

foreign language proficiency evaluation administration, with a specific purpose to assess the English proficiency of Korean children and was approved by the Ministry of Education. The Level Test consists of three levels, with level three the highest. The level descriptions of English proficiency for the levels are provided from the KBEEI. The level one test consists of 35 listening comprehension items and level two and three of 30 items. The test is given simultaneously to an entire class via a pre-recorded tape. Answer choices to the questions are given as pictures, which are selected by the students according to the instructions on the tape. The test is the one and only English language proficiency test developed for children in Korea and has been used as a diagnosing test for the entry and exit level of EFL programs.

The Language Assessment Scales (LAS)

The LAS was developed to measure the language skills of minority students necessary for functioning in monolingual classrooms. Two versions of the test are available, English and Spanish. The LAS-O is part of a battery of tests available for assessing oral and written language proficiency (It can be also used in conjunction with LAS-Reading/Writing) and it is designed to measure both language production and comprehension abilities. Two forms are available, the Short Form and Long form. Both Forms have an Oral Language component, Vocabulary, Listening Comprehension, and Story

Retelling subtests only the Long Form includes a Pronunciation component, Minimal Sound Pairs and the Phonemes subtests. There are two levels of the test, Level one for grade one through six, Level two for two through twelve. Either hand or computer scoring can be used. The test yields the following indices: scores for each subtest, a total score, a normal curve equivalency score, a language proficiency level (level range from one through five) and a language proficiency category (fluent, limited, or non-English speaker).

Collection of Data

Procedures and scoring of the KMMTIC, the Level Test and LAS are included in this section.

Procedure and Scoring in the KMMTIC

Procedure. The KMMTIC was administered by the subjects' classroom teachers in class. Directions for the administration from the test booklets were explained to the teachers. Because of the targeted age group, the instructions were read aloud and ample time was given to insure that all children understood how to complete the answer sheets. The child was asked to make a simple "A" or "B" choice and to record his or her responses on an answer sheet. During the administration of the KMMTIC, the subjects were not allowed to consult each other, but there was no time limit for completing

the test. The KMMTIC took approximately 30 minutes to administer.

Scoring. Answer sheets were hand scored using the templates available from the KPTI. There were hand-scoring templates for each of the four scales. Each template was placed over the answer sheet, and the responses showing through were counted and weighted. Further directions and weights for each item were found on the templates. The scores were then plotted on the report form on the appropriate scale. The results and the interpretation were returned to the students. The profile of the students as well as some features of their general approach to the type were made available both to classroom teachers and to English teachers.

Procedure and Scoring in the Level Test

Procedure. The Level Test was administered by the English teachers of each school. The test booklet and the pre-recorded test tape were provided to the English teachers with instructions on how to administer the test. The step by step instructions were pre-recorded in the tape. Children were asked to mark the answer on the provided test booklet, which were then collected for scoring. The test time took approximately 25 minutes.

Scoring. The tests were hand-scored according to the scoring guidelines available from the Korea Business Efficiency Evaluation Institute. The Level Test yielded two

indices, raw scores and the Level of EFL Proficiency level. However, because the level was not a concern of the present study, only the raw scores were used for the analysis. Yet, both the level and the raw score were made available to the students and to the English teachers.

Procedure and Scoring in the LAS

Procedure. The LAS-O Long Form was administered by the school's English teachers. The answer booklet, cassette for the Listening Comprehension and the Minimal Sound Pairs subtests, and Cue Picture Booklet were provided to the English teachers with specific directions on how to use the materials. Since the tests are not timed, a reasonable amount of time for the students to respond to each item was given.

For the Listening Comprehension subtest, a pre-recorded cassette and the cue Picture Booklet were used. The dialogue on the cassette was preceded by a short practice conversation and a yes-no question. Students were shown the Cue picture and asked to listen to the dialogue and to answer "yes" or "no" to the questions. Teachers were asked to pause the tape between items or replay them if there was obvious difficulty. If the student could not answer the first five questions on the dialogue, the administration of this part of the test was stopped and No Response circled on the Answer Booklet.

For the Minimal Sound Pairs subtest, the pre-recorded tape was also used. Students were asked to listen to the

paired words on the tape and to answer if they sounded the same or different. The teacher was also asked to stop the tape or replay an item if the student did not hear it or did not have time to respond to a question.

Scoring. Raw scores (numbers correct) of the sub-tests were computed after the administration by the researcher, although scoring and administration could have been done simultaneously. Only the raw score of the test was used in the analyses.

Pilot Study

The reliabilities of the Level Test and the LAS were calculated by KR20 using 51 sample subjects. The correlations of the two test scores were calculated using 247 total sample subjects and 128 subjects who do not have a U-band in their personality variables as measured by KMMTIC. Results of KMMTIC were compared with the previous studies using Korean children subjects.

Reliability of the Level Test

The Level Test is a newly developed EFL proficiency test for Korean children. Since the reliability of the test is not known, the LAS was administered together with the Level Test to 51 subjects, and Kuder Richardson 20s (KR 20s) using 51 subjects for both measures, computed separately to check if the Level Test had as high internal consistency as the LAS.

Then, the correlation between the scores of the measures was calculated to check how highly the scores were correlated. Since the Level Test consists of listening comprehension test items, only the two listening skill subtests from the LAS-0, the Listening Comprehension and the Minimal Sound Pairs subtests, were used in the analysis.

Reliabilities of the Level Test and the LAS using KR20.

If an examinees performance is consistent across subsets of items within a test, the examiner can have some confidence that the performance would generalize to other possible items in the content domain. Procedures designed to estimate reliability in this circumstance are called internal consistency methods. KR20, derived by Kuder Richardson (1937), was used for this research. The formula for KR20 is

$$r = \frac{K}{(K-1)} [1 - \frac{\sum S_i^2}{S_x^2}] ,$$

where K is the number of items in the test, S_x^2 is the variance of total test score, and S_i^2 is the variance of item i.

KR20 of the Level Test was 0.908 by

$$r_{Level} = \frac{30}{29} [1 - \frac{56.617}{461.305}] = 0.908.$$

Mean and standard deviation of each item of the Level test is reported in Table 3. KR20 of the Listening Comprehension subtest of LAS-O was 0.904 by

$$r_{LC} = \frac{10}{9} [1 - \frac{1.389}{7.453}] = 0.904,$$

and KR 20 of the Minimal Sound Pairs subtest of LAS-O was 0.725 by

$$r_{MSP} = \frac{35}{34} [1 - \frac{7.624}{26.775}] = 0.725.$$

The mean and standard deviation of each item of the Listening Comprehension subtest is reported in Table 4. The mean and standard deviation of each item of the Minimal Sound Pairs subtest is reported in Table 5.

According to the LAS Technical Report, the reliabilities of the subtests of the Listening Comprehension and the Minimal Sound Pairs using Cronbach's alpha are 0.485 and 0.868, respectively. The main reason for the big discrepancy for the reliability of the Listening Comprehension subtest is that two thirds of the 51 subjects were given 0 scores in this reliability study. That has led to a larger variance of the scores and consequently larger reliability for the Listening Comprehension subtest. The reliability of the Listening Comprehension subtest using the scores of the 17 subjects who could finish the subtest was 0.621. One probable explanation

Table 3
Means and Standard Deviations of the Level Test Items

Variable	N	Mean	Std Dev	Minimum	Maximum
I1	51	2.5882353	1.0426211	0	3.0000000
I2	51	2.8823529	0.5881176	0	3.0000000
I3	51	2.1176471	1.3805370	0	3.0000000
I4	51	1.6470588	1.5076277	0	3.0000000
I5	51	2.6470588	0.9761871	0	3.0000000
I6	51	2.4117647	1.2029376	0	3.0000000
I7	51	1.9411765	1.4479194	0	3.0000000
I8	51	2.9411765	0.4200840	0	3.0000000
I9	51	2.2941176	1.2852100	0	3.0000000
I10	51	2.0588235	1.4058700	0	3.0000000
I11	51	2.8823529	0.5881176	0	3.0000000
I12	51	2.5294118	1.1018701	0	3.0000000
I13	51	2.9411765	0.4200840	0	3.0000000
I14	51	2.0000000	1.4282857	0	3.0000000
I15	51	2.5294118	1.1018701	0	3.0000000
I16	51	2.6470588	0.9761871	0	3.0000000
I17	51	2.9411765	0.4200840	0	3.0000000
I18	51	2.5294118	1.1018701	0	3.0000000
I19	51	2.9411765	0.4200840	0	3.0000000
I20	51	2.9411765	0.4200840	0	3.0000000
I21	51	1.5294118	1.5146345	0	3.0000000
I22	51	2.1176471	1.3805370	0	3.0000000
I23	51	2.0588235	1.4058700	0	3.0000000
I24	51	2.2941176	1.2852100	0	3.0000000
I25	51	2.2941176	1.2852100	0	3.0000000
I26	51	3.9215686	2.0769510	0	5.0000000
I27	51	4.3137255	1.7377019	0	5.0000000
I28	51	2.3529412	2.5205042	0	5.0000000
I29	51	3.4313725	2.3431167	0	5.0000000
I30	51	2.6470588	2.5205042	0	5.0000000

Table 4
Means and Standard Deviations of Items of the Listening Comprehension Subtest

Item	N	Mean	Std Dev	Minimum	Maximum
L1	51	0.2156863	0.4153902	0	1.0000000
L2	51	0.3333333	0.4760952	0	1.0000000
L3	51	0.1764706	0.3850134	0	1.0000000
L4	51	0.1372549	0.3475404	0	1.0000000
L5	51	0.1764706	0.3850134	0	1.0000000
L6	51	0.0980392	0.3003266	0	1.0000000
L7	51	0.1568627	0.3672900	0	1.0000000
L8	51	0.1372549	0.3475404	0	1.0000000
L9	51	0.1176471	0.3253957	0	1.0000000
L10	51	0.1372549	0.3475404	0	1.0000000

Table 5
Means and Standard Deviations of the Items of the Minimal Sound Pairs Subtest

Item	N	Mean	Std Dev	Minimum	Maximum
L11	51	0.6078431	0.4930895	0	1.0000000
L12	51	0.8627451	0.3475404	0	1.0000000
L13	51	0.8039216	0.4009792	0	1.0000000
L14	51	0.7450980	0.4401426	0	1.0000000
L15	51	0.5686275	0.5001960	0	1.0000000
L16	51	0.7647059	0.4284033	0	1.0000000
L17	51	0.4901961	0.5048782	0	1.0000000
L18	51	0.2745098	0.4507075	0	1.0000000
L19	51	0.4705882	0.5041008	0	1.0000000
L20	51	0.7254902	0.4507075	0	1.0000000
L21	51	0.7450980	0.4401426	0	1.0000000
L22	51	0.5882353	0.4970501	0	1.0000000
L23	51	0.3921569	0.4930895	0	1.0000000
L24	51	0.5294118	0.5041008	0	1.0000000
L25	51	0.6666667	0.4760952	0	1.0000000
L26	51	0.6470588	0.4826398	0	1.0000000
L27	51	0.3529412	0.4826398	0	1.0000000
L28	51	0.5098039	0.5048782	0	1.0000000
L29	51	0.5686275	0.5001960	0	1.0000000
L30	51	0.7647059	0.4284033	0	1.0000000
L31	51	0.8235294	0.3850134	0	1.0000000
L32	51	0.3333333	0.4760952	0	1.0000000
L33	51	0.4705882	0.5041008	0	1.0000000
L34	51	0.5490196	0.5025426	0	1.0000000
L35	51	0.7058824	0.4601790	0	1.0000000
L36	51	0.7450980	0.4401426	0	1.0000000
L37	51	0.5294118	0.5041008	0	1.0000000
L38	51	0.4901961	0.5048782	0	1.0000000
L39	51	0.7450980	0.4401426	0	1.0000000
L40	51	0.6666667	0.4760952	0	1.0000000
L41	51	0.4313725	0.5001960	0	1.0000000
L42	51	0.8039216	0.4009792	0	1.0000000
L43	51	0.3529412	0.4826398	0	1.0000000
L44	51	0.6078431	0.4930895	0	1.0000000
L45	51	0.1568627	0.3672900	0	1.0000000

as to children seemed to have difficulties in this subtest could be that the contents of the test were culturally-biased, particularly unfamiliarity with a school cafeteria including the food vocabularies. The mean and standard deviation of each item of the Listening Comprehension subtest using 17 subjects is reported in Table 6. Means and standard deviations of the scores of the Level test, the Listening Comprehension and Minimal Sound Pairs subtests using 51 subjects, the sum of these two subtest scores, and the Listening Comprehension subtest using 17 subjects are reported in Table 7.

The correlations between the Level Test and two subtests of LAS. The test developer can estimate the test reliability coefficient by using alternate forms of a test and administering both forms to the same group of examinees. The correlation coefficient between the two sets of scores is then computed, usually with the Pearson product moment formula. The formulas for the Pearson Product moment correlation is

$$r_{xx'} = \frac{S_{xx'}}{S_x S_{x'}},$$

where $S_{xx'}$ is the covariance of two test scores, and S_x and $S_{x'}$ are standard deviations of the test scores, respectively. The correlation is called the coefficient of equivalence. The higher the coefficient of equivalence, the more confident test

Table 6
Means and Standard Deviations of Items of the Listening Comprehension Subtest Using 17 Subjects

Item	N	Mean	Std Dev	Minimum	Maximum
L1	17	0.6470588	0.4925922	0	1.0000000
L2	17	1.0000000	0	1.0000000	1.0000000
L3	17	0.5294118	0.5144958	0	1.0000000
L4	17	0.4117647	0.5072997	0	1.0000000
L5	17	0.5294118	0.5144958	0	1.0000000
L6	17	0.2941176	0.4696682	0	1.0000000
L7	17	0.4705882	0.5144958	0	1.0000000
L8	17	0.4117647	0.5072997	0	1.0000000
L9	17	0.3529412	0.4925922	0	1.0000000
L10	17	0.4117647	0.5072997	0	1.0000000

Table 7
Statistics of the Scores for the Level Test, the Subtests of the Listening Comprehension and the Minimal Sound Pairs Using 51 Subjects, Sum of These Two Subtests, and the Listening Comprehension Using 17 Subjects

Test	N	Mean	Std Dev	Sum	Minimum	Maximum
LEVEL	51	77.37255	21.47832	3946	21.00000	100.00000
LC51	51	1.68627	2.73123	86	0	9.00000
MSP	51	20.49020	5.17445	1045	10.00000	33.00000
LAS	51	22.17647	6.87810	1131	12.00000	39.00000
LC17	17	5.05882	2.27680	86	1.0	9.00000

Note. LC51 indicates the subtest of Listening Comprehension, MSP indicates Minimal Sound Pairs using 51 subjects, LAS indicates the sum of the two subtests, and LC17 indicates the subtest of Listening Comprehension using 17 subjects.

users can be that scores from the different test forms may be used interchangeably. Although there are no hard, fast rules for what constitutes a minimally acceptable value for alternate form reliability estimates, many standardized achievement test manuals report coefficients ranging in the .80s and .90s for this type of reliability.

The Pearson product moment correlation coefficient between the two measures using 51 subjects was 0.620. The reason for the low correlation was primarily because only 17 of 51 subjects could score in the Listening Comprehension subtest. The correlation using 17 subjects who scored in the Minimal Sound Pairs was 0.827. This correlation seems high enough to justify the use of the Level Test for this study.

Results of the KMMTIC

The results of the KMMTIC for the 247 subjects who participated in this study are shown in Table 8. Of that number, 128 subjects were identified as having data without U-bands on all variables. The frequencies and percentages of the various personality types of 128 subjects are displayed in Table 9. The table is used to show the distribution of the subjects by type, showing the frequencies and percentages of the individual types represented in the group.

Table 9 shows a preponderance of Perceiving type over Judging type and Feeling type over Thinking type, Extroversion type over introversion type. The table shows ENFP type to be

Table 8
Type Distribution for Total Sample (N=247)

	Male		Female		Total	
	n	%	n	%	n	%
E	82	67.8	93	73.8	175	70.9
I	21	17.4	16	12.7	37	15.0
U	18	14.9	17	13.5	35	14.2
S	24	19.8	25	19.8	49	19.8
N	65	53.7	68	54.0	133	53.8
U	32	26.4	33	26.2	65	26.3
T	11	9.1	6	4.8	17	6.9
F	86	71.1	108	85.7	194	78.5
U	24	19.8	12	9.5	36	14.6
J	10	8.3	2	1.6	12	4.9
P	97	80.2	113	89.7	210	85.0
U	14	11.6	11	8.7	25	10.1

Note. U represents the U-band or those undetermined.

Table 9
Type Distribution for the Sample Without
 U-Band (N=128)

ISTJ n=0 % = 0	ISFJ n=1 % = .78	INFJ n=0 % = 0	INTJ n=0 % = 0
ISTP n=1 % = .78	ISFP n=4 % = 3.13	INFP n=15 % = 11.72	INTP n=1 % = .78
ESTP n=4 % = 3.13	ESFP n=16 % = 12.50	ENFP n=79 % = 61.72	ENTP n=4 % = 3.13
ESTJ n=0 % = 0	ESFJ n=0 % = 0	ENFJ n=3 % = 2.34	ENTJ n=0 % = 0

Note. n = number of subjects in the cell;
% = % of subjects in the cell to the total
sample N=128.

61.72% of the total sample (N = 247). ESFP had the second highest concentration by type (12.50%). The Perceiving (P) type had the highest concentration (96.88%), and the Feeling (F) type had the next highest concentration (92.19%). Thus, the heaviest concentration fell in the Feeling and Perceiving (FP) type group with 89.07% in this study. Six types were not represented among all subjects: ISTJ, INFJ, INTJ, ESTJ, ESFJ, and ENTJ.

In Kim and Sim's study (1993) with 2592 total subjects from elementary school second graders to middle school sophomores and 1058 subjects without U-bands, 82% were reported as Judging type and 88% as Feeling type. The study shows more Es than Is, more Ns than Ss, more Fs than Ts, more Ps than Js. The result is consistent with the present study findings, but the present study subjects were more concentrated in the cells of the majority. Kim and Sim mentioned that the percentages of the types for the Korean children and Korean adults were very different. Since the distribution of the subjects' age in this study does not match the distribution of their study and this study has only 128 subjects, the difference in the percentage does not seem totally strange. The results are compared in Table 10. The data for the 128 subjects who do not have U-bands were used for the analysis of variance in the present study.

Table 10
Percentages of Types in Kim and Sim
(1993) and in This Study

		Kim and Sim	This Study
EI	E	67.3	82.81
	I	32.7	17.19
SN	S	46.6	20.31
	N	53.4	79.69
TF	T	13.5	7.82
	F	86.5	92.18
JP	J	18.0	3.13
	P	82.0	96.87

CHAPTER 4 RESULTS AND DISCUSSION

In this chapter, the relationship between one dependent variable, EFL proficiency score, and six independent variables, EI, SN, TF, JP, grade, gender, and their two way interactions were analyzed using 128 subjects who did not have a U-band. The statistical analysis results are reported in the first section. The interaction between Grade and EI on the EFL proficiency test was interpreted since it had a significant p-value at 0.10 significance level. The significance level is arbitrary and 0.05 or 0.10 is frequently used. The significance level has a trade-off relationship with the Type II error rate. A low significance level leads to a low risk for Type I error, but results in a high risk for Type II error, consequently low power for the research. Since low p-values are rare in the results of educational research, 0.10 significance level was chosen in this study. The discussion of the results in relation to prior study findings is included in the second section.

Analysis of Data

Descriptive statistics of the variables were obtained through the (SAS) statistical package for the total sample

subjects ($N = 247$) and a subset of the total sample subjects who did not have a U-band ($N = 128$). It shows that the two sets are very close in the means and standard deviations. The means and standard deviations of the variables for two sets of subjects are shown in Table 11.

The SAS General Linear Model Procedure (PROC GLM) for the subset with $N = 128$ then was used to conduct analysis of variance. Analysis of variance (ANOVA) was used to determine how well the independent variables explain subject performance on the EFL proficiency test. The dependent variable for the statistical model was the score of the Level Test and the independent variables were grade, gender, EI, SN, FT, PJ, and their two-way interactions. The results show that the model is significant, that is, the set of independent variables explain the dependent variable well (F -value = 2.67, and p -value = 0.0017), however, no individual effect was significant at 0.05 significance level. The interaction between grade and EI was significant at 0.10 significance level with p -value = 0.0656. The effect with the next smallest p -value was the EI main effect with a p -value of 0.1158. The results of the SAS General Linear Model Procedure are reported in Table 12 and Table 13.

The interaction between grade and EI was significant at 0.10 significance level with p -value = 0.0656. The Extroversion subjects scored better in the fourth grade, but in the sixth grade, the Introversion subjects scored better.

Table 11
The Means and Standard Deviations of the Variables for Total Sample Subjects (N = 247) and 128 Subjects Who Do Not Have U band

		N247	M247	S247	N128	M128	S128
Level	Test	284	78.99	15.97	128	80.85	15.43
EI	E	175	80.11	15.19	106	80.50	15.09
	I	37	82.00	16.90	22	82.55	17.25
	U	35	70.20	16.29	-	-	-
SN	S	49	77.59	13.88	26	80.73	10.93
	N	133	80.26	16.02	102	80.88	16.43
	U	65	77.46	17.29	-	-	-
FT	F	194	78.66	15.93	118	80.97	15.56
	T	17	77.82	18.09	10	79.50	14.45
	U	36	81.33	15.38	-	-	-
JP	J	12	79.42	13.42	4	83.25	10.72
	P	210	79.64	15.92	124	80.77	15.58
	U	25	73.36	16.92	-	-	-
Gender	1	121	78.06	16.58	60	78.88	15.95
	2	126	79.89	15.36	68	82.59	14.86
Grade	1	119	71.44	15.59	52	72.60	15.28
	2	128	86.02	12.84	76	86.50	12.84

Note. N247 = number of subjects for total sample subjects (N = 247); M247 = mean for total sample subjects (N = 247); S247 = standard Deviation for total sample subjects (N = 247); N128 = number of subjects for 128 who do not have U band; M128 = mean for 128 subjects; S128 = standard deviation for 128 subjects; Gender 1 = male subjects; Gender 2 = female subjects; Grade 1 = 4th grade; and Grade 2 = 6th grade.

Table 12
Significance of the Model

Source	DF	SS	MS	F Value	Pr > F
Model	15	7968.10	531.21	2.67	0.0017
Error	112	22272.08	198.86		
Corrected Total	127	30240.18			
R-Square		C.V.	Root MSE	SCORE	Mean
0.263494		17.44146	14.10169572	80.85156250	

Table 13
Significance of Each Effect in the Model

Source	DF	Type III SS	Mean Square	F Value	Pr > F
GRADE	1	275.36331235	275.36331235	1.38	0.2418
GENDER	1	15.43888580	15.43888580	0.08	0.7810
EI	1	499.55224912	499.55224912	2.51	0.1158
SN	1	64.68862690	64.68862690	0.33	0.5696
TF	1	56.28206252	56.28206252	0.28	0.5958
PJ	1	1.87601851	1.87601851	0.01	0.9228
GRADE*GENDER	1	109.59712070	109.59712070	0.55	0.4594
GRADE*EI	1	687.33735954	687.33735954	3.46	0.0656*
GRADE*SN	1	0.19401359	0.19401359	0.00	0.9751
GRADE*TF	1	122.06394695	122.06394695	0.61	0.4350
GRADE*PJ	1	5.38980639	5.38980639	0.03	0.8695
GENDER*EI	1	56.19893463	56.19893463	0.28	0.5960
GENDER*SN	1	56.87550698	56.87550698	0.29	0.5938
GENDER*TF	1	6.84916708	6.84916708	0.03	0.8531
GENDER*PJ	1	30.36015247	30.36015247	0.15	0.6967

Note. *: statistically significant effect at 0.10 significance level.

The average Level Test scores of the Extroversion subjects and the Introversion subjects for the fourth grade were 73.61 and 67.78, and the average scores of the Extroversion subjects and the Introversion subjects for the sixth grades were 85.21 and 92.77. The results are shown in Table 14.

Discussion and Related Findings

Unlike the prior MBTI research with adult foreign language learners by Ehrman (1993, 1994), and Ehrman and Oxford (1988, 1995), and Moody (1988), the present study failed to show a significant correlation between SN variables and foreign language learning proficiency in children. That is, EFL proficiency test performance between the Intuition and the Sensing subjects overall turned out to have no difference. The finding is not consistent with the prior MBTI/MMTIC research results on academic performance that SN has been shown to be related with verbal fluency (McCauley, 1981). Still, the results of the present study show that Intuition subjects scored better than the Sensing students both in the fourth and the sixth grade. The main reason for the cancellation of the SN variable effect is due to the much higher proportion of Ns over Ss in the fourth grade and also to the disadvantage from the lower proficiency score mean of the fourth graders compared to that of the sixth grade. Thus, there is a very good chance of finding a SN variable effect with one level of the grade variable. This change in the

Table 14
The Grade x EI Interaction

GRADE	EI	N	Mean	Std Dev	Minimum	Maximum
1	E	43	73.6046512	15.0730594	45.0000	100.0000
	I	9	67.7777778	16.2309718	42.0000	95.0000
2	E	63	85.2063492	13.2800587	41.0000	100.0000
	I	13	92.7692308	8.2578634	72.0000	100.0000

Note. Grade 1 = 4th grade; and Grade 2 = 6th grade.

proportion of Intuition subjects across the grade or age, in specific, a shift away from Intuition as the children move up into the upper grades has been found in prior MMTIC data analysis (Kim & Sim, 1993; Lathey, 1991).

The results of the present study show the interaction between Extroversion/Introversion and grade/age. The p-value for this interaction was 0.06556. Extroversion subjects tended to have higher scores on the EFL proficiency test than introversion in the 4th grade, but introverts did better than extroverts in the 6th grade. The present study finding supports the conclusion of Fourqurean, et al. (1988), who implied the interaction between age and Extroversion/Introversion in their research with children in grades 4 and 5. The present study result is also consistent with the finding of Anthony (1977), and Eysenck (1965), who found that the correlation between extroversion and Intelligence turned from positive to negative over time. Yet the finding is not consistent with the result of the study done by Wilson and Lynn (1990), who failed to find age interaction with extroversion regarding foreign language proficiency in a follow-up study by Anthony (1977).

According to Eysenck and Cookson (1969), the differences in academic ability and school achievement between extroversion and introversion and their relation to age, reflect the differences in response to social motivation. Social motivation may be stronger in the primary school to

give way gradually to intrinsic scholastic motivation. English education has long been facilitated by scholastic motivation in Korea as a characteristic of EFL, which implies that children with introversion are likely to have an advantage even in a foreign language classroom compared to extroverted ones, this concern needs to be considered as the children move to upper grades.

Regarding the transition point, the present study results support the speculation by Fourqurean, et al. (1988) that the transition of the relationship might occur around grade four and five. The present study results, then, can be interpreted that Introversion subjects tended to do better in the sixth grade since the subjects have already gone through the transition period by that time. However, whether or not a transition occurs at this period, in regard to second/foreign language learning, should be discussed with caution since researchers have disagreed over this issue. For example, Eysenck and Cookson (1969) suggested inversion points to be around 12 and 13, and Landsberger, Kingsley, and Pratto (1976) suggested it to be in the first grade.

No significant effect for the JP variable was found in this research, which is consistent with the prior MBTI studies by Ehrman (1994) and Ehrman and Oxford (1995) who found no direct, significant correlation between the variables although they suggested an indirect relationship through the SN dimension.

The present study found no significant TF effect like the results of prior research by Ehrman (1994) and Ehrman and Oxford (1995). However, it is not consistent with the findings of the study using TDI, a finer scaled instrument of the MBTI, by Ehrman (1993), who found the TF variable related to foreign language proficiency in reading by adult foreign language learners. The disproportion between Thinking and Feeling subjects and Judging and Perceiving subjects in the sample of the present study makes the result inconclusive.

Although age has long been discussed in relation to second/foreign language learning success, the present study finding is consistent with the prior MBTI study findings by Ehrman (1994), and Ehrman and Oxford (1995) who found no significant correlation between age and foreign language proficiency. Age alone was not a significant variable; instead the nexus of age and personality of EI explained foreign language proficiency for the present sample.

The present study results showed no significant difference of foreign language performance between male and female, which is consistent with the prior MBTI research by Oxford and Ehrman (1995) using adult samples that no significant relationship between gender and foreign language proficiency was found. Yet it was implied that females tended to do better because of their use of learning strategies.

CHAPTER 5 CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the relationship between personality variables as measured in the Korean version of the Murphy-Meisgeier Type Indicator for Children (KMMTIC) and foreign language proficiency by Korean elementary school children with a consideration of other independent variables such as gender and grade. Conclusions, implications for instruction, and recommendations for further research are presented in this chapter.

Conclusions

Based on the results of the present study, the following conclusions were drawn:

1. The difference in proficiency test score means between the Intuition subjects and the Sensing subjects was not significantly different. It is concluded that the Sensing/Intuition variable is not associated with foreign language proficiency among Korean elementary school children.

2. The results showed that the Extroversion subjects performed better in the 4th grade, but the Introversion subjects did a little bit better in the 6th grade. It is concluded that there is an interaction between the

Extroversion/Introversion and grade. It is further concluded from the results of this study that a transition in the relationship between the variables may occur in early adolescence age, probably around grade 5.

3. There were no significant differences in the performance of the EFL proficiency test between the Thinking subjects and the Feeling subjects. It is concluded that the Thinking/Feeling variable is not associated with foreign language proficiency among Korean elementary school children.

4. There was no significant difference in the EFL proficiency scores between Judging subjects and Perceiving subjects. It is concluded that the Judging/Perceiving variable is not correlated with foreign language proficiency among Korean elementary school children.

5. The difference in the EFL proficiency scores by female subjects and male subjects was not significant. It is concluded that there is no significant gender related effect on EFL proficiency in Korean elementary school children.

Implications

The Extroversion/Introversion personality variable as related to second/foreign language learning has been most frequently discussed in the literature, yet the relationship between the variables has not been clearly established. The present study found that interaction between EI and grade/age is significant among children, thus there is an implication

for the need to make instructional provisions and to adopt some instructional approaches and interventions to accommodate the results due to the interaction. Given that extroverted subjects become disadvantaged as they move to the upper grades, various target teaching interventions to be more responsive to extroverted students are needed such as multisensory instructional approaches, varied language lessons, in-class activities, assignments which appeal to students with extroverted personalities and opportunities for disadvantaged learners to perform at their best.

Similarly, the results could be reflected in the decision making regarding the future EFL programs in Korea. Personality can be used to make foreign language instructional provisions that suit the personal characteristics of children and also can be used as a basis for the selection criteria in future extracurricular EFL programs to implement the regular programs, like the successful case in Canada (Wesche et al., 1982) in which individual differences were applied in assigning students to classes with different instructional methodologies.

Since the present study provides cross-cultural evidence of EI interaction with grade, the results of the study may contribute to forming Asian children's personality profiles and to be referred to the discussion of personality variables in relation to foreign language learning. The revealed EI interaction from prior research might be incomplete if it does

not take into account cross-cultural differences. These kinds of learner profiles may lead to a better understanding of the factors that cause children from different cultural backgrounds to succeed or to fail in a foreign language classroom.

Recommendations for Further Research

Based on the results of the present study, the following areas are suggested for further study:

1. What will be the effects of personality variables that were found insignificant in this study with a larger sample size? Considering that Thinking subjects in TF variable and Judging subjects for JP variable turned out to be small in the present study the results with a larger sample size could be different regarding the effects of these variables.
2. What will be the results of the model including first language variable in this line of research? Are there any first language effects and/or interactions with personality variables related to second language proficiency among children?
3. What could be the directionality of the relationship between personality variables and foreign language learning among children? Are there any causal effects of language learning success to the changes of personality, particularly in English as a foreign language environment?

4. What could be the results of using other instruments for personality and foreign language instruments? Considering the limitations of the instruments used in the present study, there is a need for future research using different instruments and there is also a need for further investigation involving children from other cultural backgrounds in order to generalize the present study results.

5. Lastly, what other conclusions could be reached using U-bands instead of dichotomous data in the analysis? What other results could be found using continuous scores for personality measures instead of discontinuous data in the analysis?

APPENDIX A
LETTER TO THE PRINCIPAL

교장 선생님 귀하

교장 선생님 안녕하십니까?

저는 미국의 플로리다 대학 영어 교육학의 박사 과정에서 공부하고 있는 김 지인입니다. 저는 제 박사 학위논문을 위한 연구의 일환으로 어린이의 성격유형검사와 영어능력검사를 실시하고 합니다. 성격유형검사는 약 30 분, 영어능력검사는 약 25 분이 소요됩니다. 귀교의 아동들에게 이 검사들을 실시할 수 있도록 허락해 주시기를 청합니다. 검사의 결과는 조속한 시일 내에 통보해 드리겠습니다. 감사합니다.

1996. 6. 15.
김 지인 올림

APPENDIX B
THE KOREAN VERSION OF THE MMTIC

제 1 부 : 제일 좋아하는 답을 고르세요.

1. 나는 새학년이 되어서 새로운 친구를 사귀는 일이
ㄱ) 재미있다. ㄴ) 어렵다.

2. 어떤 특별활동반에 들어갔을 때, 나는
ㄱ) 새로운 친구들을 만나는 일이 신난다.
ㄴ) 그 반에 있는 친구들과 어떻게 지낼까 걱정된다.

3. 어는 쪽을 더 좋아하나요?
ㄱ) 내가 직접 보고 만지고 들을 것에 대해 얘기하길 좋아한다.
ㄴ) 내가 상상으로 생각한 얘기하기를 좋아한다.

4. 어는 쪽을 더 좋아하나요?
ㄱ) 장난감, 라디오, 컴퓨터 등이 어떻게 만들어 졌는지 뜯어서 알아보는 일
ㄴ) 금붕어나 강아지를 돌보는 일

5. 나는 친구들에게?
ㄱ) 내가 직접 보고 만지고 들은 것에 대해 얘기하길 좋아한다.
ㄴ) 내가 상상으로 생각한 얘기하기를 좋아한다

6. 어떤 이야기를 더 좋아하나요?
ㄱ) 실제 있었던 사람들에 대한 이야기들
ㄴ) 상상으로 지어낸 이야기들

7. 새학년이 되어서 반이 바뀌었을 때, 나는?
ㄱ) 누구한테든 내가 먼저 말을 건넨다.
ㄴ) 누가 먼저 나한테 말을 걸 때까지 기다린다.

8. 나는?
ㄱ) 많은 친구들을 원한다.
ㄴ) 가까운 친구 몇 명만 원한다.

9. 나에게 더 재미있는 일은?

- ㄱ) 여럿이 함께 일하는 것이다.
- ㄴ) 나 혼자 나의 일을 하는 것이다.

10. 어는 쪽이 더 나쁘다고 생각하나요?

- ㄱ) 불공평한 것
- ㄴ) 남의 마음을 상하게 하는 것

11. 어는 쪽이 더 중요하다고 생각하나요?

- ㄱ) 내가 틀리지 않고 맞을 때
- ㄴ) 내가 친구를 기쁘게 해줄 때

12. 나는?

- ㄱ) 공평한 사람이 되고 싶다.
- ㄴ) 친절한 사람이 되고 싶다.

13. 나는?

- ㄱ) 내가 할 줄 아는 놀이를 하고 노는 것이 좋다.
- ㄴ) 새로운 놀이를 만들어서 노는 것이 좋다.

14. 나는 게임이나 공작을 할 때?

- ㄱ) 전에 배웠던대로 하는 것이 편하다.
- ㄴ) 새로운 방법을 생각해내서 해볼 때 더 재미있다.

15. 선생님은 어떻게 해야 한다고 생각하나요?

- ㄱ) 학생들에게 무엇을 공부해야 한다고 말해 주어야 한다.
- ㄴ) 학생들 스스로 선택하도록 해주어야 한다.

16. 나는?

- ㄱ) 무엇을 어떻게 해야 하는지 곧 바로 아는 편이다.
- ㄴ) 곧 바로 알기보다 어떻게 해볼까 하고 상상을 먼저 사용하는 편이다.

17. 어는 것을 더 싫어하나요?

- ㄱ) 무슨 일이 일어났으나 이유를 모를 때
- ㄴ) 친구가 화난 말투로 나를 대할 때

18. 도둑질하는 학생을, 나는?

- ㄱ) 벌을 받아야 한다고 생각한다.
- ㄴ) 도둑질하지 않도록 도움을 받아야 한다고 생각한다.

19. 나는?

- ㄱ)나를 위해서 이미 결정된 일을 좋아한다.
- ㄴ)내가 선택할 수 있는 것을 좋아한다.

20. 나는?

- ㄱ)내가 해야 할 일을 먼저 하고 논다.
- ㄴ)내가 할 수 있는 일이라면 먼저 재미있게 놀고 난 후, 해도 괜찮다.

21. 만약 우리 반에 담임 선생님 대신으로 온 새 선생님께서, 오늘 시간표를 누가 좀 설명해 주길 바란다면?

- ㄱ)내가 해 드릴 수 있으면 기쁘겠다.
- ㄴ)나 말고 다른 친구가 말씀드려 주었으면 좋겠다.

22. 경주로 여행 가려고 할 때,

- ㄱ)나는 경주에 대해 주로 많이 생각한다.
- ㄴ)나는 경주 말고도 이곳 저곳 여러 곳을 상상하고 생각해 본다.

23. 나는 선생님들이?

- ㄱ)수업 계획에 따라 수업을 해야 한다고 생각한다.
- ㄴ)학생들이 좋아하는 것에 맞추어 조금씩 바꾸어서 수업을 해야 한다고 생각한다.

24. 어느 쪽이 더 재미있나요?

- ㄱ)친구들과 함께 무엇인가 하는 일
- ㄴ)내가 좋아하는 일을 혼자 하는 것

25. 어는 것을 더 좋아하나요?

- ㄱ)똑바로 곧은 선
- ㄴ)둥글둥글한 원

26. 나에게 어떤 일이 더 쉬운가요?

- ㄱ)가족 한사람 한사람의 생일 날짜를 말하는 것
- ㄴ)생일 카드를 그리는 것

27. 학교에서 내어 주는 숙제는?

- ㄱ)하기 쉽게 잘 짜여진 숙제를 나는 좋아한다.
- ㄴ)새롭고 재미있게 할 수 있는 숙제를 나는 좋아한다.

28. 어는 쪽이 가장 좋은 생각을 떠올리는데 도움이 되나요?

- ㄱ)무엇을 보면서 생각할 때
- ㄴ)무엇을 보지 않고 눈을 감고 생각할 때

29. 어는 쪽이 더 나은가요?

- ㄱ) 친구에게 공평한 것
- ㄴ) 친구에게 친절한 것

30. 독서할 때 나는?

- ㄱ) 내가 좋아하는 책은 읽은 것을 다시 읽는다.
- ㄴ) 새로운 다른 책을 읽는다.

31. 나는?

- ㄱ) 많은 친구들에게 얘기하길 좋아한다.
- ㄴ) 친한 친구들에게만 얘기하길 좋아한다.

32. 달리기해서 이겼을 때, 나는?

- ㄱ) 기분이 아주 좋다.
- ㄴ) 기분은 좋은데 진 사람은 기분이 어떨까 생각한다.

33. 어떤 선생님을 더 좋아하나요?

- ㄱ) 그 다음에 무엇을 해야 할지 알려주는 선생님
- ㄴ) 학생 스스로 선택하도록 말기는 선생님

34. 공부를 못하는 학생에 대하여 어떻게 생각하나요?

- ㄱ) 어쩔 수 없다고 생각한다.
- ㄴ) 잘할 수 있도록 도와주어야 한다.

35. 선생님들은 어떤 결정을 내릴 때 어떻게 해야 한다고 생각하나요?

- ㄱ) 혼자 결정을 내려야 한다.
- ㄴ) 학생들과 얘기를 나누어야 한다.

제 2 부 : 제일 좋아하는 답을 고르세요.

36. 한 친구가 너무 느려서 여러분의 운동팀에 낼 수 없을 때 어떻게 하나요?

- ㄱ) 그 친구에게 느려서 끼워줄 수 없다는 얘기를 해준다.
- ㄴ) 다른 이유를 말해 주면서 우리 팀에 끼워줄 수 없다고 말해준다.

37. 이야기를 만들어 낼 때 놓은 아이디어를 어디서 얻나요?

- ㄱ) 이미 알고 있는 이야기 속에서 얻는다.
- ㄴ) 상상을 해보면 얻어진다.

38. 둘 중 어느 것이 더 재미있나요?

- ㄱ) 산수 문제를 푸는 일
- ㄴ) 친구에게 책읽기를 도와주는 일

39. 우리편이 죽을 때 어떻게 하나요?

- ㄱ) 다음 번에 이기도록 계획을 한다.
- ㄴ) 먼저 우리편 사람들의 기분을 돌구도록 노력한다.

40. 어른들은 어떻게 해야한다고 생각하나요?

- ㄱ) 아이들이 해야할 일을 말해 주어야 한다.
- ㄴ) 아이들 스스로의 생각을 말하도록 말겨야 한다.

41. 갑자기 어려운 일에 부딪히면 나는?

- ㄱ) 하던 일을 잘 못한다.
- ㄴ) 어려워도 더 재미있게 일한다.

42. 나는?

- ㄱ) 어떤 물건이 어떻게 만들어져서 움직이는지 알아내는 것을 쉽게 할 수 있다.
- ㄴ) 다른 사람들을 도와주는 일을 생각해내는 것을 쉽게 할 수 있다.

43. 어느 쪽을 더 좋아하나요?

- ㄱ) 그려진 그림에 색칠하기
- ㄴ) 이야기 지어내기

44. 그림조각 (퍼즐) 맞추기 할 때

- ㄱ) 한 쪽 부분부터 차근차근 맞추어 갈 때 더 잘한다.
- ㄴ) 그림의 여기저기를 맞추어 보면서 들어갈 때 더 잘한다.

45. 좋은 일이 생겼을 때나, 화가 나는 일이 생겼을 때 어떻게 하나요?

- ㄱ) 다른 사람들에게 얘기한다.
- ㄴ) 내 기분을 마음 속에 간직한다.

46. 새로운 친구를 만나는 것은?

- ㄱ) 신난다.
- ㄴ) 처음에 어색하다.

47. 어느 것을 더 좋아하나요?

- ㄱ) 짜여진 계획을 실천하는 일
- ㄴ) 새로운 계획을 바꾸는 일

48. 사람들은?

- ㄱ) 절서에 따라 일을 하는 것이 필요하다.
- ㄴ) 자신들이 선택하는 방법대로 일을 하는 것이 필요하다.

49. 게임할 때 규칙은?

- ㄱ) 게임할 때마다 같아야 한다.
- ㄴ) 필요할 때 바꿔어야 한다.

50. 어느 쪽을 더 좋아하나요?

- ㄱ) 실제 일어난 일
- ㄴ) 일어날 뻔 한 일

51. 나는?

- ㄱ) 특별한 일은 미리 짜두는 것이 더 좋다.
- ㄴ) 하루하루를 즐겁게 보내는 것이 더 좋다.

52. 학교 과제를 할 때 어느 쪽을 더 좋아하나요?

- ㄱ) 친구들과 같이 하는 것
- ㄴ) 혼자하는 것

53. 어느 쪽을 더 좋아하나요?

- ㄱ) 말겨진 일을 잘 하는 것
- ㄴ) 좋은 아이디어를 생각해내는 것

54. 나는?

- ㄱ) 사람들은 규칙을 알 때 일을 더 잘한다고 생각한다.
- ㄴ) 사람들은 누가 그들에게 관심을 가져줄 때 일을 더 잘한다고 생각한다.

55. 내가 자전거를 탈 때는?

- ㄱ) 어디로 가지 미리 생각하고 탄다.
- ㄴ) 그냥 주위를 휙 돌아온다.

56. 잘 알지 못하는 친구들과 모였을 때 어떻게 하나요?

- ㄱ) 그 친구들에게 말을 걸고 얘기도 나눈다.
- ㄴ) 그 친구들이 먼저 나에게 말을 걸도록 기다린다.

57. 어느 쪽을 더 좋아하나요?

- ㄱ) 내가 정리정돈을 하는 깨끗한 방
- ㄴ) 내가 마음대로 훑어놓을 수 있는 방

58. 어느 쪽을 더 좋아하나요?

- ㄱ) 어른들이 가르쳐 준 방법대로 일을 해나가는 일
- ㄴ) 새로운 방법으로 일을 해나가는 일

59. 공부할 때?

- ㄱ) 친구들과 함께 하길 좋아한다.
- ㄴ) 혼자서 하면 더 잘 된다.

60. 어느 쪽을 더 원하나요?

- ㄱ) 누구나 다 옳다고 생각하는 일을 하는 것
- ㄴ) 해보지 않은 새로운 일을 해보는 일

61. 일을 할 때 어느 쪽을 더 좋아하나요?

- ㄱ) 사람들을 모으고 일을 시키는 일
- ㄴ) 사람들이 재미있게 일하도록 도우는 일

62. 나는?

- ㄱ) 사람들은 먼저 일하고 놀아야 한다고 생각한다.
- ㄴ) 먼저 놀고, 그 다음에 일을 해야한다고 생각한다.

63. 친구들과 게임할 때, 장난감 공이 하나 필요하다면?

- ㄱ) 하나 구하도록 노력한다.
- ㄴ) 신문지 같은 것으로 비슷하게 만들어 우선 논다.

64. 어느 쪽을 좋아하나요?

- ㄱ) 내가 손으로 직접 무엇을 만드는 일
- ㄴ) 앉아서 상상해 보고 공상해 보는 일

65. 동굴을 생각하면?

- ㄱ) 어두침침하고 무서워 보인다.
- ㄴ) 뭐가 알지 못하는 흥미로운 세계를 안고 있는 것 같아 보인다.

66. 나는?

- ㄱ) 다른 아이들이 좋아하는 것을 대체로 같이 좋아한다.
- ㄴ) 다른 아이들이 싫어하는 것이라도 내가 좋아하는 것을 좋아한다.

67. 생일 파티를 할 때

- ㄱ) 나는 먼저 계획을 세운다.
- ㄴ) 나는 계획을 세우기 전에 친구들이 즐겁게 놀다 갔으면 하고 바라는 마음부터 가진다.

68. 주위에 친구들이 많으면

- ㄱ) 얘기할 사람이 많아서 좋다.
- ㄴ) 처음엔 좋으나 좀 있으면 피곤해진다.

69. 어느 쪽을 더 좋아하나요?

- ㄱ) 위인전이나 역사만화
- ㄴ) 공상과학 이야기

70. 어른들에게 자기자신의 이름을 말씀드리는 일은

- ㄱ) 쉬운 편이다.
- ㄴ) 어렵고 쓱스러운 편이다.

APPENDIX C THE LEVEL TEST

문제 1번부터 10번까지, 문제마다 세 그림 중 영어 설명과 일치하는 그림을 골라, 그 그림 아래 번호를 까맣게 칠합니다.

1. a ladder

(1) 가위 (2) 칼 (3) 사다리

2. a balloon

(1) 피망 (2) 풍선 (3) 뱀

3. an onion

(1) 양파 (2) 사과 (3) 시금치

4. a duck

(1) 오리 (2) 개구리 (3) 강아지

5. a kite

(1) 꽃 병 (2) 연 (3) 쥐

6. three rabbits

(1) 토끼 (2) 악어 (3) 말 세 마리

7. four knees

(1) 발 (2) 무릎 (3) 손

8. a cat

(1) 다람쥐 (2) 고양이 (3) 병아리

9. on the street

(1) 비행기를 타고 하늘을 나는 그림
(2) 연못가에 서 있는 그림
(3) 거리에서 자동차를 보고 있는 그림

10. on the bridge

- (1) 다리 위에서 강물을 내려다보고 있는 그림
- (2) 자동차들이 교차로에서 서 있는 그림
- (3) 기차가 터널을 지나가고 있는 그림

문제 11번부터 15번까지, 문제마다 그림을 설명하는 영어 (1) (2)를 듣고 그림과 일치하는 번호를 까맣게 칠합니다.

11. 농구를 하는 그림

- (1) Let's play soccer.
- (2) Let's play basketball.

12. 의자에 앉아 있는 그림

- (1) Sit down please.
- (2) Read your book please.

13. 책을 건네주는 그림

- (1) Give me your book.
- (2) Give me your dog.

14. 청소를 하고 있는 그림

- (1) Clean the floor.
- (2) Swim in the swimming pool.

15. 별을 보고 있는 그림

- (1) Look at the sun.
- (2) Look at the stars.

문제 16번부터 20 번까지, 문제마다 영어로 묻는 말과 그 대답을 듣고 세 그림 중 대답과 일치하는 그림을 골라 그 그림 아래 번호를 까맣게 칠합니다.

16. What's that?

It's a blackboard.

- (1) 칠판
- (2) 생쥐
- (3) 재킷

17. What do you like?

I like ice cream.

(1) 아이스크림 (2) 끼 (3) 가족

18. What are you doing now?

I'm studying.

(1) 수영을 하고 있는 그림

(2) 자전거를 타고 있는 그림

(3) 공부를 하고 있는 그림

19. What time is it now?

It's two o'clock.

(1) 시계가 12시를 가리키고 있는 그림

(2) 시계가 1시를 가리키고 있는 그림

(3) 시계가 2시를 가리키고 있는 그림

20. How many chairs are there?

Five chairs.

(1) 의자가 5개 있는 그림

(2) 의자가 4개 있는 그림

(3) 의자가 3개 있는 그림

문제 21번부터 25 번까지, 그림을 보면서 문제마다 영어로 묻는 말과 대답 (1) (2)를 듣고 그림과 일치하는 답의 번호를 까맣게 칠합니다.

세 명의 여자아이가 상 앞에 앉아 있고 상 위에는 빵, 아이스크림, 수박, 배가 놓여 있고, 상 아래는 강아지 두 마리와 사탕 5개가 있는 그림

21. Do you see any bird?

(1) Yes. (2) No.

22. How many pears are there in the picture?

(1) Four (2) Five

23. Where is the water melon?

(1) On the table. (2) Under the table.

24. Where are the dogs?

(1) Near the candies. (2) Besides the bread.

25. How many girls do you see?

(1) One (2) Three

문제 26번부터 30번까지, 그림을 보면서 문제마다 설명하는 내용이나 지시하는 내용을 잘 듣고 그 지시하는 바에 따라 색칠합니다.

26. Color the train black.

27. Color the trees green.

28. Color the river blue.

29. Color the bridge red.

30. Color the boat yellow.

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